

THE EDUCATION TRUST-MIDWEST

**Achievement and Opportunity
in Michigan:**
*How are we doing?
What can we learn from fast improving states?*

Testimony to the Michigan House Education Committee
Lansing, MI - March 26, 2015
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ETM Mission

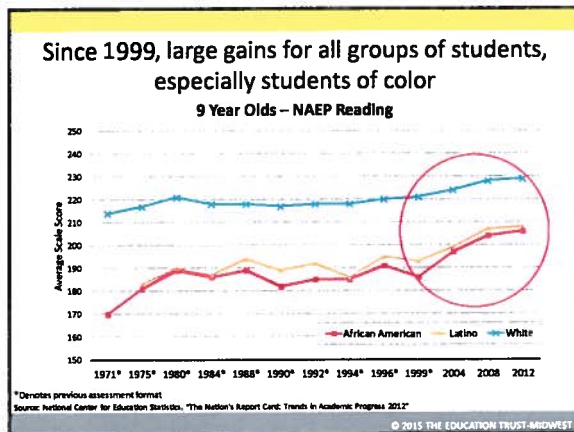
The Education Trust-Midwest is a nonpartisan, statewide education research, information and advocacy organization focused on what is best for Michigan students, particularly low-income, African American, Latino and American Indian students. We provide data-driven information and expertise to our state's families, educators and policy and civic leaders about how to make Michigan a top education state and close our achievement gaps.

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First, some good news.

After more than a decade of fairly flat achievement and stagnant or growing gaps in K-12, we appear to be turning the corner.

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In other words, reason to be encouraged—if cautiously so.

The Bad News:
Michigan Has Not Kept Up

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Michigan's Education Recession:
Our state ranks in the **bottom five** for student learning progress in fourth-grade reading over the last decade.

Result:
State's rank steadily declining for all groups of children.

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Michigan NAEP Performance						
Relative Rank of All Students 2003-2013						
	2003	2005	2007	2009	2011	2013
4 th Grade Reading	28 th	30 th	30 th	34 th	35 th	38 th
4 th Grade Math	27 th	32 nd	32 nd	38 th	41 st	42 nd
8 th Grade Reading	27 th	29 th	32 nd	32 nd	28 th	32 nd
8 th Grade Math	34 th	33 rd	36 th	36 th	36 th	37 th

Note: Rankings are among all 50 states.
Source: NCES, NAEP Data Explorer

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Michigan NAEP Performance						
Relative Rank of African American Students 2003-2013						
	2003	2005	2007	2009	2011	2013
4 th Grade Reading	38 th	39 th	36 th	44 th	45 th	42 nd
4 th Grade Math	37 th	40 th	40 th	43 rd	44 th	44 th
8 th Grade Reading	29 th	33 rd	38 th	37 th	34 th	33 rd
8 th Grade Math	35 th	32 nd	39 th	42 nd	42 nd	41 st

Note: Rankings are among the states that reported data for African-American students.
Source: NCES, NAEP Data Explorer

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Michigan NAEP Performance						
Relative Rank of Higher Income Students 2003-2013						
	2003	2005	2007	2009	2011	2013
4 th Grade Reading	24 th	35 th	36 th	36 th	35 th	38 th
4 th Grade Math	20 th	29 th	35 th	35 th	43 rd	32 nd
8 th Grade Reading	21 st	37 th	36 th	31 st	30 th	31 st
8 th Grade Math	34 th	35 th	38 th	39 th	40 th	39 th

Note: Rankings are among all 50 states.
Source: NCES, NAEP Data Explorer

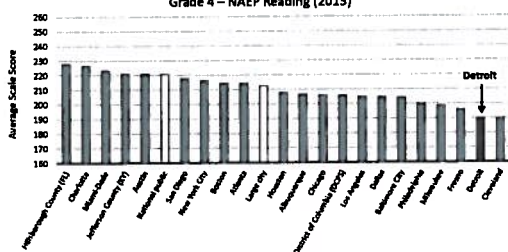
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All about Detroit?

When Detroit's children first took national test in 2009, national experts said no large urban district had ever performed lower.

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**Detroit is Tied for Last in 4th Grade Reading
Compared to Other Large Urban Districts in U.S.**
Grade 4 – NAEP Reading (2013)

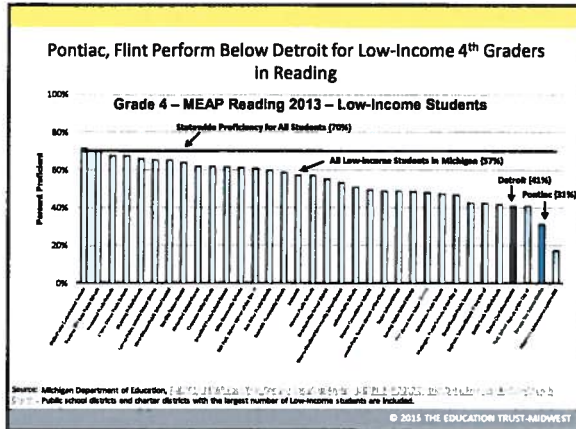


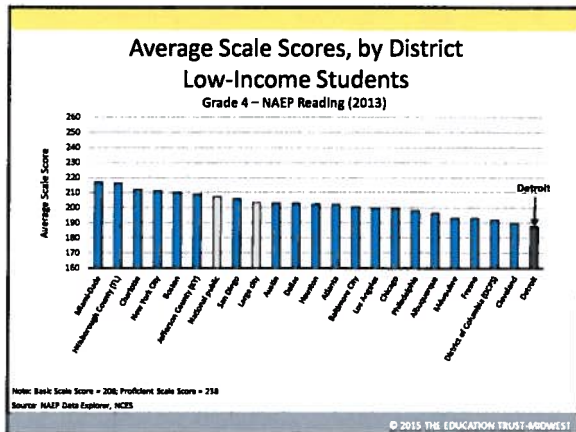
Note: Basic Scale Score = 200; Proficient Scale Score = 238
Source: NAEP Data Explorer, NCES

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But Detroit is by no means Michigan's worst performing district.

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Add these patterns together and compare with other states?

Michigan is generally both **low performing** and **low improving**—not a good place to be in a country that is at best only middle of the pack.

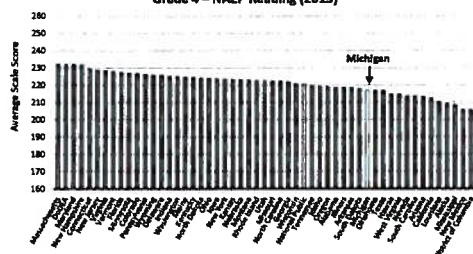
What Can We Do?

Main lessons from fast improving states:
targeted investments, comprehensive
strategies.

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Michigan Well Below National Average, for 4th Grade reading

Grade 4 – NAEP Reading (2013)



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Sample of Targeted Investments In Early Reading Programs - 2013

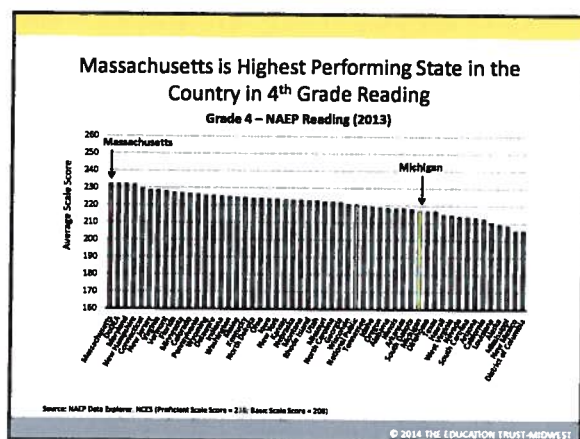
State	Amount	Strategies
Arizona	\$40 million	Districts must submit plans to improve early reading proficiency. Low-performing districts must have their plans approved before funds are allocated.
Colorado	\$15.4 million	Per-pupil intervention funds for students identified as having a Significant Reading Deficiency.
Ohio	\$13 million	Competitive grants to help children overcome reading deficiencies which otherwise may prevent them from progressing to fourth grade.
Florida	\$130 million	K-12 Comprehensive Reading Instruction. No less than \$15 million must be used by districts with one or more of the 100 lowest performing elementary schools for extended-day, intensive reading instruction.

Source:

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A Global Model for Learning: Massachusetts

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Effective Teaching and School Leadership

- Over the last 20 years, Massachusetts has made strides in ensuring that more students have access to strong teachers and principals.
 - Teacher performance standards, including annual evaluations of teachers and administrators.
 - Raised expectations for teacher certification.
 - Accountability for teacher preparation program outcomes.
 - Investment in development and retention of talented educators, using data to inform instruction.

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Career- and College- Ready Expectations & Teacher Supports

College- and Career- Ready Expectations

- National leader in holding all students to rigorous standards, which included a new comprehensive assessment system.
- Developed statewide curriculum frameworks & standards in core academic subjects.

Support for All Teachers

- Expanded learning time.
- Training for thousands of educators on higher standards.
- Joined other states to develop a rubric to help educators determine the quality, rigor, and alignment of their lessons and units to higher standards.

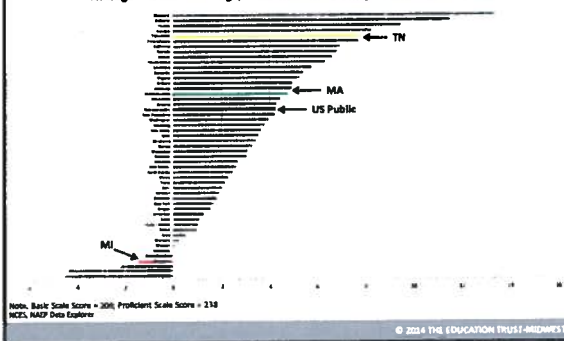
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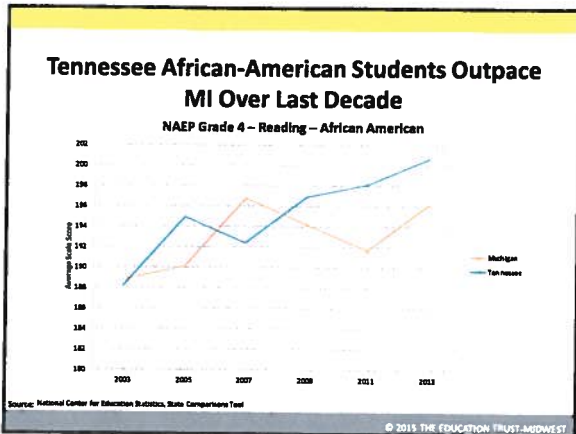
Tennessee: Leading the Nation for Student Growth

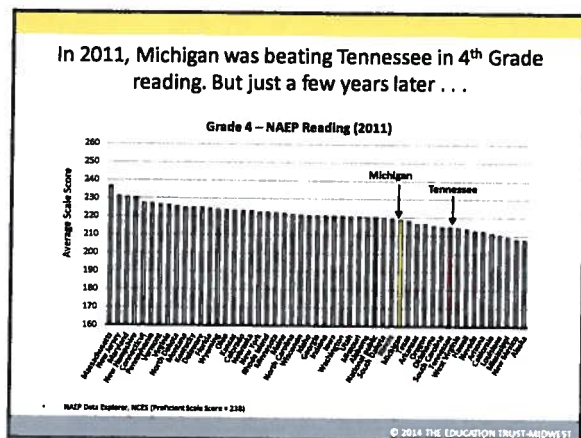
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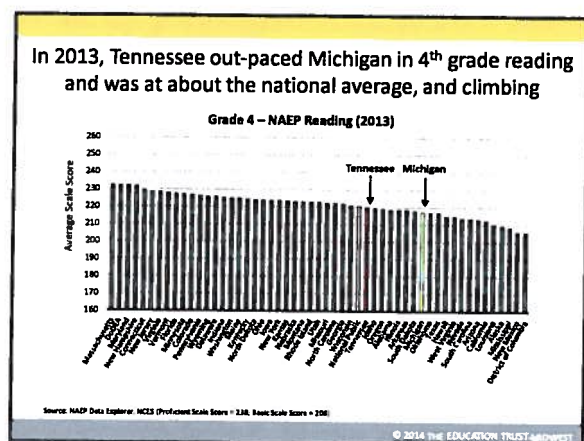
Ten Year Growth in Reading Scores by State

Average Scale Score Change, NAEP Grade 4 - Reading - All Students (2003-13)









Effective Teaching and School Leadership

- Tennessee has put a laser-like focus on effective teaching and school leadership.
 - All teachers evaluated based on classroom observations and student learning data through the statewide evaluation system.
 - Tennessee has trained 5,000 evaluators in the system.
 - One of the nation's first value-added data systems.
 - Multiple observations of classroom practice in final evaluations and individual evaluations private.

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Opportunities for Michigan in 2015

- **Educator evaluation:** Investment in student growth data system, data infrastructure, training.
- **Teacher support and coaching** to ensure educators are teaching at higher levels – and are properly trained in literacy.
- **Improved K-12 data infrastructure** to not only drive more effective interventions and instructional strategies, but also provide reliable growth data, inform teaching quality strategies and empower parents to support their children more effectively.
- **Overdue teacher support** via a digital library of instructional tools.
- **Alternate assessments** to better inform the transition from pre-school to kindergarten and the K-12 system.

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Thank You!



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